



Aspect	EYFS	KS1		Lower KS2		Upper KS2	
	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Identifying and naming</b>	To explore the plants in the surrounding natural.	Identify and name common flowers and trees found growing in the locality.	Identify what eats plants as a food source.	Identify and describe the functions of common plant parts. Explain how their structure is suited to their function (e.g. roots are long and branched to provide good anchorage).		Identify the key structures involved in plant sexual reproduction.	
<b>Classification</b>	I can sort trees and plants.	Sort trees into groups to show those that are evergreen and those that are deciduous.	Sort seeds and bulbs into groups according to physical features.	Sort and classify a range of seeds into broad dispersal methods, such as wind (dandelion), water (coconut) or animal (yew).			
<b>Plant parts and their functions</b>	I can identify the root, stem, leaf and flower.	Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.	Describe the different plant parts and give examples of different foods that we eat which are derived from these plant parts for example rhubarb (stem), carrot (root).	Draw a simple diagram to show how water is transported through a plant.			
<b>Habitats and adaptation</b>	I can compare the local habitat to a contrasting habitat. E.g. desert or artic.	Identify their locality as a habitat for living things.	Explain how plants are suited to their habitats and give examples of plants growing in different habitats.	Compare and describe how requirements for growth vary from plant to plant and how this relates to a plants environment, such as with climbing and alpine plants.			
<b>Growth and survival</b>	I know a flower needs sun, soil and water to survive.	Care for a growing seedling, observing and describing its growth.	Describe how plants grow, identifying what a plant needs for healthy growth and survival.	Recognise that plants make their own food necessary for growth and survival, storing it in their leaves.			
<b>Life cycles</b>	I can observe how a flower grows	Identify the seeds, as a part of a plant that makes a whole new plant.	Recognise that plants produce seeds in order to reproduce and generate plants.	Order pictures showing the stages in the life cycle of a plant.		Describe the process of plant reproduction using the correct scientific language. Observe/comment	

						on/record plant life cycles.	
<b>Seasonal changes</b>	I can explore the outside in all seasons and in different weather. I can describe what I see, hear, hear, taste and feel whilst outside in different seasons and weather.	Describe how plants change over time, including seasonal change (leaves fall off, blossom, buds opening).	Describe how bulbs help plants to grow in winter.	Allocate different stages of a plant's life cycle to different seasons, suggesting reasons why the stages occur when they do.			
<b>Comparisons</b>	I can compare trees and plants in different seasons.	Name, compare and contrast familiar plants and trees according to their observable features.	Make comparisons between seeds or bulbs grown in different conditions (e.g. with and without light or water).	Compare and explain the effect of different factors on plant growth, including light and nutrition.			